U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Ms. Dee Anne Egan

Official School Name: George Peabody Elementary

School Mailing Address:
3101 Raydell Pl
Dallas, TX 75211-5128

County: Dallas State School Code Number*: 190

Telephone: (972) 794-5200 Fax: (972) 794-5201

Web site/URL: www.dallasisd.org E-mail: degan@dallasisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Michael Hinajosa

District Name: Dallas ISD Tel: (972) 925-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jack Lowe

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

157	Elementary schools
33	Middle schools
0	Junior high schools
31	High schools
6	Other
227	**TOTAL**

2. District Per Pupil Expenditure: 7466

   Average State Per Pupil Expenditure: 7797

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 6 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	19	23	42	**7**			0
K	38	39	77	**8**			0
1	44	34	78	**9**			0
2	36	43	79	**10**			0
3	32	44	76	**11**			0
4	40	30	70	**12**			0
5	33	33	66	**Other**			0
6	40	37	77				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					565

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
	% Asian
1	% Black or African American
97	% Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
1	% White
	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	20
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1.	562
(5)	Total transferred students in row (3) divided by total students in row (4).	0.069
(6)	Amount in row (5) multiplied by 100.	6.940

8. Limited English proficient students in the school: 38 %

Total number limited English proficient 214

Number of languages represented: 1
Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 96 %

Total number students who qualify: 542

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 58

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	27	Specific Learning Disability
1	Emotional Disturbance	16	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
11	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	28	0
Special resource teachers/specialists	9	0
Paraprofessionals	8	0
Support staff	10	0
Total number	57	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **21 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	96%	97%
Daily teacher attendance	99%	98%	97%	97%	96%
Teacher turnover rate	0%	5%	7%	5%	5%

Please provide all explanations below.

The turnover rate is generally very small at Peabody unless a staff member retires or is promoted to a new position. In 2005 several veteran teachers who lived a great distance from Peabody had to transfer closer to home because of the rising price of gas. In 2006, a new school was opened near us and we lost both students and several teachers to the new campus.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Enter George Peabody Elementary School and signs of success are everywhere. Colorful banners on the walls celebrate Texas Education Agency "Exemplary" and "Recognized" performance. Title 1 Distinguished School awards and SBEC Honor Roll awards along with a congratulatory letter from the Governor of Texas are displayed in the trophy case. The hallway banner that greets the children every day says it all, "Welcome to George Peabody, Home of 600 Future College Graduates." This is certainly a school with it eyes on the future.

Built in 1911, George Peabody is an old school in the heart of the section of Dallas, called Oak Cliff. While it is an urban school, Peabody has a small community feel to it with a very nurturing atmosphere. Many of the children are second and even third generation Peabody students. Numerous families apply for transfers to attend Peabody because they are aware of the long standing academic success of the school. George Peabody has been rated the "Exemplary" status by the Texas Education Agency for the last two years. Prior to that, Peabody had earned the "Recognized" rating for fifteen years. Gold Star Awards in reading, writing, math, science, as well as reading and math improvement were bestowed in 2008, also by the Texas Education Agency. Peabody's high levels of instruction and total commitment to academic excellence give all children a solid start in their educational experiences.

The mission of George Peabody is for every student to master the academic skills necessary to lead productive lives and to pursue a lifelong love of learning. The mission is aligned with the teachers' and staffs' belief that all students can learn. This belief was a campus commitment long before "No Child Left Behind" became a movement or organization. The teachers' commitment was enhanced in 2006 when the District provided training that included a professional journal article called *Making America Smarter* by the University of Pittsburgh's Institute for Learning educator, Lauren Resnick . The journal artical focused on effort-based instruction. What followed was a yearlong process of staff training focusing on effort-based instruction with an emphasis on rigorous lessons. The teachers grew stronger in their mission and in their belief that academic instruction with emphasis on effort based learning with masterful and master teachers was the key to students' success.

Peabody has a large Hispanic population, almost 98%, and a large percentage of students who are on free or reduced lunches and are economically disadvantaged. Yet, year after year the students have all worked hard and the teachers have provided rigorous lessons focusing on learner-centered instruction meeting the academic, social, and emotional needs of all children. Each year the scores from the Texas Assessment of Knowledge and Skills have increased while many other schools with more affluent and less diverse populations, have often shown gaps in learning. The principal reminds the children during the morning announcements every single day, "All Peabody Chargers are Exemplary. We expect your work to be exemplary today!" Expectations are set by 8:05AM!

Parent involvement is key to the academic success of Peabody. While many parents work, teachers are very flexible to schedule conferences to discuss ways to help the children. PTA meetings are opportunities to showcase students' talents as well as to inform parents and community of the safety issues, academic and testing news and the pure pleasure of seeing children on stage. Monthly Site Based Decision Making team meetings bring staff, parents, and community together to collaboratively discuss ways to help the children and to help the school.

George Peabody is a school with a dedicated staff, involved parents and an active community. The masterful teachers work cooperatively across all grade levels to make a positive difference in the lives of every student. This is not a school that is dependent on programs, software or a set of instructional materials, but rather a school using best practices and teacher skills most effectively. Because of the talented and dedicated staff and because of the vision that all children are capable of learning at a high level, there is no limit to the success of

the students at George Peabody Elementary School. The welcoming banner that greets children daily, proclaiming them all to be future college graduates, is not just wishful thinking. Rather, it is based on the current and past academic successes of over 90% of the student population. Our eyes are on the future and the future for Peabody students is looking bright.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

For over twenty years the State of Texas has developed and used a criterion-referenced test that assesses public school students in grades three through twelve. Since the 2002 / 2003 school year, Texas has administered the Texas Assessment of Knowledge and Skills (TAKS) which is a much more rigorous test than the previous one, the Texas Assessment of Academic Skills (TAAS). The current TAKS tests are correlated with the state mandated, vertically aligned curriculum, the Texas Essential Knowledge and Skills (TEKS) and also follow the guidelines of the No Child Left Behind (NCLB) as mandated by the federal government.

The TAKS tests are developed and distributed by the Texas Education Agency (TEA) each year. Third through sixth grade students take the reading and math TAKS. In addition, fourth grade students are given a writing test and fifth grade is tested in science. Third grade must meet a minimum standard score of approximately 70% on the reading test in order to be promoted to fourth grade. Fifth graders must score approximately 70% on both math and reading to be promoted to sixth grade. Students scoring 92% and above receive the special ranking called “Commended Performance”. This is also the upper level of the college tract students and a major goal of the George Peabody teachers and administrators.

TAKS tests are scored and results are compiled by Texas Education Agency each spring. TEA then disaggregates this data which is then reported in the Academic Excellence Indicator System (AEIS). A more detailed explanation can be found at www.tea.state.tx.us/perfreport.aeis/.

Special education students are required to take a state developed TAKS test on their own grade level. The Admission, Review and Dismissal (ARD) committee determines the appropriate assessment based on a student’s individual goals. Students take either the TAKS-M (TAKS Modified), the TAKS-ALT (TAKS Alternative), or the TAKS A. Many of the George Peabody special education students are also able to take one or more or the regular TAKS tests.

The Texas Accountable Rating System rates schools as either Exemplary, recognized, Acceptable or Low Performing based on overall passing rates for each subject area. The following scores and ratings include:

Exemplary (School population passing rate at 90% or above on all tests) Recognized (School population passing rate at 80% or above on all tests) Academically acceptable (School population passing rate at 70% and above on all tests Academically Unacceptable (School population passing rate below 70% on one or more tests)

Schools are scored by their overall student passing rate in all tested subjects as well as by their subgroups, such as the ethnicity subgroups and the economically disadvantaged subgroup. Thus, if a school has an overall rating of 90% or above in all subjects and an 88% passing rate in one of the subgroups, the school would not qualify for the Exemplary rating but would drop to the Recognized rating.

Peabody has made continuous gains each year in all subjects. We grew from 83.3% passing rate in 2003/4 on the reading TAKS test to 93.8% passing rate in 2008. In 2003/4, we scored 75.6% passing rate in math and earned 95.8% passing rate in 2008. As a second year Exemplary rated campus, we were still able to make gains from the first year we were rated Exemplary. This past school year we had 100% passing rates in sixth grade reading, fourth grade writing and third grade math.

It is the goal of every student to not only pass the TAKS test, but to score at the highest level. Students who answer 92% or more of the questions correctly earn the title of Commended Performance which is considered

to be well above the state average. This is considered to be the score of the college tract students. The daily dialogue at Peabody among students, teachers and administrators is not about whether students will pass a test, but that the students make Commended Performance, not just on the TAKS assessments, but on every assignment and project throughout the year. High expectations are communicated and understood by all stakeholders from the first day until the last.

2. **Using Assessment Results:**

At the beginning of each school year, the George Peabody staff celebrates our academic successes and test scores from the previous school year. Then we quickly get down to the business of planning for the academic successes of all students for a new year. Analyzing the previous years TAKS results is an important component of our August meetings. Data analysis of the previous TAKS scores helps determine the effectiveness of our instruction as well as helps us to set goals and create the professional development for our yearly staff development.

Students in kinder through second grade are assessed three times a year with the Texas Primary Reading Inventory and twice a year with District benchmarks. Third through sixth grade are given District benchmarks twice and a diagnostic test at the beginning of the second semester. In addition, six weeks before the actual TAKS exams are given, Peabody provides school created common assessments in reading and math. These are called “The Principal’s Test” and are given the last six Fridays before the actual TAKS.

After each assessment, teachers measure student achievement, and, more importantly, identify students in need of interventions as well as identifying students progressing toward the Commended Performance rating. Student progress is plotted on individual student profiles and individual education plans are created for students needing intervention. Value added instruction in provided based on results of school assessments..

Teachers and administrators at Peabody realize that testing itself does not improve student learning unless the data is compiled, analyzed, actively utilized and discussed to help modify instruction. The staff systematically uses data to drive instruction, set goals and plan professional development to ensure the success of all students.

3. **Communicating Assessment Results:**

It is important that all school stakeholders, (students, parents, community and teachers) are kept up to date on continuing student performance. Campus goals are clearly stated, discussed, communicated and posted throughout the school as a reminder that expectations are high and all students are expected to pass their TAKS exams at the highest level possible.

Most students are able to chart their own progress on their personal profiles and then share and discuss their assessment results and level of learning with their parents and/or guardians. At 8:05AM every morning the school wide goals are communicated over the public address system by the principal as she encourages students and reminds them that “All Peabody Chargers Are Exemplary!” and “Make sure your work is exemplary today!” The children are never to question whether or not they will pass a TAKS; it is an expectation that they will pass the tests with scores of 92% or above. Peabody students are expected to be future college graduates from the first day they attend school.

After the third week of each grading period, teachers send home progress reports to let the parents know how their children are doing in their classes and to alert parents to any gaps in the children's learning. Parent teacher conferences are held each semester to discuss academic progress and to set goals. At monthly Site Based Decision Making (SBDM) and PTA meetings, there is always informative discussion on current academic progress and awards. There are several early dismissal days each year which provide teachers with opportunities to meet with parents to discuss the learning goals of the students. After each Benchmark and

formal assessment, the results of the assessments are made available to be communicated with parents with explanations of how to interpret the data. Consistent communication with students and parents is vital in order to maintain our school's high standards and expectations. Communication also promotes continual parent and community support.

4. **Sharing Success:**

When schools share ideas and best practices, they become sound educational practices that benefit everyone involved. George Peabody has proven teaching tools and strategies that aid in the success of all children. The administrators and teachers welcome opportunities to assist educators in all Professional Learning Communities (PLCs). Collaborating and partnering with other schools is a way Peabody is able to share its success. Even before Peabody earned the Texas Education Agency rating of Exemplary, principals and teachers were visiting to take Learning Walks, to view student products and to share dialogues with the Campus Instructional Leadership Team and other teachers. After our first year as an Exemplary school, teachers and principals from 40 different campuses visited us during the first three months of school. The following year also an Exemplary year, our teachers were more proactive by offering workshops for new and experienced science and writing teachers. After each workshop, many of the teachers asked if they could come back and bring even more of their school colleagues to visit Peabody.

It is our continued belief that all children benefit when teachers network and exchange ideas about best practices through workshops, professional trainings and Professional Learning Community collaborative member sessions. Peabody staff is always willing to offer support and encouragement to other educators. We are committed to success for all students and will continue to provide useful information to the learning communities of other schools and school districts to share the success of our academic performance. Our teachers believe it is our privilege and responsibility to share best practices through dialogue and/or demonstration with other educators. Members of our staff have given presentations on school improvement and best practices to other Dallas schools as well as during a principals' summit in a Seattle, Washington school district.

A 2007/2008 School Scoreboard, which is an annual report providing information to all stakeholders and general public is published on the District website. The Scorecard clearly communicates how well a school is doing toward fulfilling the District mission and definition of excellence. Peabody's Scorecard demonstrates to the public that the expectations are high and, therefore, so is the achievement. We diligently share "what works" with others so that our beliefs in effort-based instruction help children in Professional Learning Communities everywhere.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Our campus implements the state mandated curriculum, given to us by The Texas Education Agency. The Texas Essential Knowledge & Skills (TEKS) standards are the framework for implementing the curriculum. Using the (TEKS), the Dallas Independent School District Curriculum Department created The Student Learning Standards that comprehensively and vertically align the curriculum, eliminating gaps between grade levels. A derivative of this is the Curriculum Planning Guide (CPG), which is the primary tool used by successful teachers, and provides an instructional guide for each subject at every grade level throughout the year. The CPG includes daily lesson plans, supplemental materials, strategies for interventions, and differentiation for remediation and enrichment using rigorous lessons. George Peabody Elementary uses these tools so that every student can master the academic skills necessary to pursue a lifelong love of learning.

Peabody's language arts program includes reading, writing, vocabulary, grammar, and spelling "across the curriculum." Peabody's student population is primarily English Language Learners who need to be immersed in language and print rich environments. From Pre-K, where they learn using song, dance, and simple sentences to 6th grade, where they read multiple novel length trade books concurrently, the curriculum is aligned both vertically and horizontally. Peabody also embraces the dual-language program, which teaches our non-English speakers in their native language while facilitating their transition to dual-language competency.

Our primary goal for the mathematics program is to accelerate the students' learning in order to ensure student success in middle school. Peabody strives to utilize real world connections and employs hands-on manipulatives to review and introduce math concepts. Mathematics teachers plan vertically and horizontally to reinforce the skills that have been taught and the concepts that are being acquired. They also discuss alternative lesson delivery modes, which help them in reaching students with different learning styles.

The science curriculum encompasses a wide variety of instructional strategies that are geared toward enhancing the students' innate curiosity of the world around them. These strategies include intense vocabulary development, thematic cross-curriculum units, and inquiry-based experiments. Science instruction is purposefully driven to enhance the students' critical thinking skills and problem solving abilities, in the hopes of teaching logical thought processes that can be applied throughout the students' academic career.

The eight strands of social studies are addressed in both whole group and small group differentiated instruction based upon student needs. The textbook in all but sixth grade is a mainstay of the curriculum. However, it is through the supplemental materials and non-textbook projects where the students get the chance to experience real-world connections to social studies. From research projects using the CIA World Fact Book website, to readers' responses using newspapers and magazines, social studies takes on a very new and real dimension to our students.

Fine arts curriculum and education play a key role in student achievement at Peabody Elementary. The visual and performing arts programs engage and motivate students and provide aptitude for higher learning. In the visual arts, students are introduced to new techniques and skills and are immersed in the principles and elements of design. Skills developed in the visual arts help students to become more critical thinkers and strengthen problem-solving skills. In the performing arts, students learn about times and tempos, which help reinforce skills learned in math. The performing arts introduce students to many different genres of music, thus providing students with strong ties to many diverse cultures throughout history. Integrating the arts into a student's academic plan makes the student a more balanced learner and college/work-force ready. Fine arts curriculum helps sustain academic success for students at Peabody Elementary. As a result of the rich fine arts

instruction at Peabody, students open their minds to creativity and develop a life-long appreciation of the fine arts.

2a. **(Elementary Schools) Reading:**

Knowing how essential reading is for the long-term success of our students, our teachers begin with the premise that our goal is to create students for whom reading is a richly rewarding part of their lifelong love of learning.

In any reading classroom setting you would encounter a combination of small group reading, whole group reading, read alouds, choral reading, reading cloze, and both teacher and students' reader's theater. In addition to our classroom instruction, we have weekly scheduled visits to our reading room, a small library of student selected high-interest books where the children read for pleasure! This best practice helps reinforce our efforts of building fluency. Classroom reading materials cross grade levels and are supplemented by bi-weekly visits to the school library where children enjoy articles from newspapers and magazines, menus, travel brochures, Scholastic News, National Geographic, and high-interest grade level appropriate novel length trade books along with library books. Many classrooms have class sets of Newberry Award and Honor books that are also used to foster the students' love of good literature.

Peabody uses the data from MyDataPortal to chart longitudinal success. Current student progress is assessed throughout the year using TAKS-like assessments, scheduled benchmarks, diagnostic test,s supplemental teacher-generated assessments, and fluency probes. All these are used to demonstrate student growth and mastery of the skills needed to become college ready adult adept readers. Based on these profile results, our tutorial programs are tailored to meet the needs of the individual student.

3. **Additional Curriculum Area:**

One of our campus showpieces is our science program. Our science curriculum incorporates a wide variety of instructional strategies. These strategies are geared toward igniting the students' innate curiosity of the world around them.

One of these strategies is intense vocabulary development. Due to Peabody's large population of English Language Learners (ELL's), our students often struggle with language and word meanings, thus making vocabulary enrichment in all subject areas a priority. To ELL's, science is basically a "third language," making science vocabulary acquisition particularly challenging. Therefore, our science teachers deliberately create print rich environments through the use of picture word association and words in active context. Students use journals to compile a science dictionary which shows the word/picture/definition relationship, and to record science explorations throughout the year. Picture/word walls are used daily by students during accountable talk, vocabulary reviews and games.

The utilization of thematic cross-curriculum units in science is another strategy used to enhance student knowledge and love of science. During weekly grade level collaboration sessions teachers discuss how the science curriculum can be linked into other subjects throughout the week. Math reinforces science through activities that require comparisons of measurements such as, lapsed time, volume, mass, temperature, and length. Students record the measurements by creating charts and graphs. These charts and graphs are then used to develop word problems. Reading, social studies, and language arts teachers use non-fiction books, newspaper articles, and magazines that reinforce weekly science concepts and show students the unity of content areas.

All science lessons are developed with inquiry in mind. Using inquiry-based science ensures student interest and increases content retention. Science through inquiry is supported in various ways. Yearly field trips are scheduled to the Environmental Science Center, which is dedicated to science exploration. Various local

museums are invited to the school to demonstrate and perform experiments, such as pig heart dissection, CSI analysis labs, and fossil creation. In addition to daily science in the classroom students visit The Science Lab, at least once a week, for hands-on science experiences.

These strategies are applied daily and successfully. All indications show that we are building the students' problem solving, critical thinking, and logical thought processes to take with them for the rest of their lives.

4. **Instructional Methods:**

The teachers and administrators of Peabody have successfully created a culture that fosters a lifelong love of learning. Through the use of best practices, research based instructional methods, and content rich curriculum, our children become more responsible for their own learning as they progress from Pre-K to sixth grade. Some of our best practices include but are not restricted to; augmenting curriculum using outside materials, hands-on activities that engage multiple learning styles, exploratory and discovery methods, vocabulary and print rich environments, real world connections, as well as a sense of humor and play!

Good instruction begins with solid planning. This is why grade level team members, administration, and special education teachers meet weekly to plan for rigorous, meaningful, and mutually reinforcing instruction. While planning teachers craft lessons around Madeline Hunter's lesson cycle and the University of Pittsburgh Institute of Learning's Principles of ueLearning (POL's). In addition to using the traditional lesson cycle and the POL's during classroom instruction we incorporate a myriad of inclusion strategies, such as cooperative learning, direct instruction, flexible and small group instruction. A primary focus of all our instructional strategies is to promote higher order thinking skills and a problem-solving mindset. We use mini-lessons with simple problem solving algorithms, which teach the children to break problems down into smaller achievable steps.

Instruction for Special Needs students has transformed the past two years to inclusive classrooms. Co-teaching has become more common between special education and regular education teachers to maximize instructional time and to increase exposure to grade level curriculum.

Students take an active role in goal setting and progress monitoring, as a way of enhancing motivation and ownership of learning. Charting of progress includes fluency probes, benchmarks, diagnostic test, and TAKS like assessments. Students record, review, predict and set goals as well as chart their own progress throughout the year. This makes them aware of the progress they have made and the work they have yet to do. Goal setting is a continual process; students realize there is always a higher goal to achieve.

Peabody teachers and principals are frequently visited by other schools and invited to visit other schools to talk about the instructional program. While always willing to help, Peabody staff are always proud, yet humble, when talking about the school's academic achievement. Our General Superintendent, Dr. Michael Hinajosa, said it best during a September campus visit, "There's no magic bullet here, just great teaching!"

5. **Professional Development:**

One of Peabody's core beliefs is that student progress is directly influenced by the teachers' willingness to grow and reflect on teaching methods through professional development. George Peabody's staff development is closely aligned to the students' needs and the District goals. Our campus staff development targets Peabody's unique academic goals and challenges, utilizing district wide initiatives such as The Principles of Learning (POL's) and Disciplinary Literacy.

Peabody teachers and administrators believe that the most powerful staff development occurs when teachers engage in meaningful professional dialog about research based instructional strategies. These conversations are the starting points of the weekly collaborative team planning where teachers discuss students' learning.

During our weekly grade level planning sessions, which include administration and special education teachers, we reflect on successes of previous weeks and discuss interventions and targets needed to meet our goals. Teachers are encouraged to visit Master Teacher's classrooms within the school, giving them an opportunity to learn, compare notes, reinforce best practices, and provide input. Every six weeks teachers meet in subject specific vertical professional learning communities to reflect upon successes, express longitudinal concerns, and to plan for targeted goals. Our Campus Instructional Leadership Team (CILT) brings to our campus training on district goals and initiatives they receive periodically throughout the year. This training is focused on the *POL's* and *Disciplinary Literacy* that create opportunities for students to engage in a more rigorous curriculum.

Being a high performing campus, many of Peabody's teachers are classified as "Master Teachers," who then qualify to participate in the District's Master Teacher tiered professional development. The tiered professional development includes subjects that provide assistance and instruction for the ELL learner, the use of Talented and Gifted strategies in every classroom, and use of classical sources to promote the idea of teaching as mentoring. This level of professional development is challenging, sophisticated, and meets the needs of teachers striving to improve commended performance scores; consequently, many teachers attend above and add beyond the minimum hours required.

6. **School Leadership:**

Going From Good To Great, Failure Is Not An Option, Leading In A Culture Of Change, and The Moral Imperative Of School Leadership are just a few of the numerous books on the shelves of the well read principal of George Peabody Elementary, Dee Anne Egan. "My other set of books and my other learning needs revolve around teaching, curriculum and Spanish", adds Principal Egan. "Every opportunity to learn and grow as a leader and an educator improves my professional skills and provides more opportunities to help teachers and students. I will never quit growing and will never experience a day that I'm not passionate about teaching and learning". This is the professional and personal mission of the principal of George Peabody Elementary. It is a very common mission because many of the teachers at Peabody are also well read and leadership is shared in each grade level and each department.

From the principals' office, the leadership structure includes the assistant principal who is responsible for operations as well as being an instructional leader herself. In addition, the academic coordinator plays an important role in the leadership structure. He ensures that all teachers have their Curriculum Planning Guides each six weeks and is responsible for all school wide assessments and testing. The Campus Instructional Leadership Team (CILT) makes up the next level of leadership. The CILT members are master teachers selected by the principal representing reading, math, science, social studies and bilingual education. They attend additional and specific curricular staff development throughout the year and are responsible for assisting the principal in professional training through out the school year. Grade levels also are assigned chairpersons to assist with operational duties. Leadership is shared throughout the school, and while the principal assumes responsibility for the entire school, she is extremely aware of her staffs' strengths and talents. Leadership at Peabody, whether focusing on improvement of academics, student attendance or planning staff development, is shared with numerous capable professionals. In addition, newer inexperienced teachers are given unique tasks to develop leadership skills early in their careers. One year, the new teachers were asked to read a professional book and present it to the rest of the staff, their first day at Peabody. The past two years the principal included new and inexperienced teachers in the presentation team when other principals and teachers visited the campus. Regardless of the grade taught, all teachers and staff members who are given opportunities to grow as leaders share the same mission and goals, to sustain and improve student learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: TAKS

Edition/Publication Year: 2007 Publisher: Texas Education Agency (TEA)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard plus Commended Performance	100	97	86	81	91
Commended Performance	68	38	30	0	0
Number of students tested	59	66	99	87	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1	1	
Percent of students alternatively assessed			1	1	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard plus Commended Performance	100	97	87	79	90
Commended Performance	68	38	30	0	0
Number of students tested	58	65	98	86	97
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard plus Commended Performance	100	97	86	80	91
Commended Performance	68	38	30	0	0
Number of students tested	59	66	98	86	97
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Commended Performance data was not included in Campus Data Packets prior to 2005.

Subject: Reading Grade: 3 Test: TAKS

Edition/Publication Year: 2008 Publisher: Texas Education Agency (TEA)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Met Standards plus Commended Performance	94	85	90	91	91
Commended Performance	22	16	23	0	0
Number of students tested	66	67	99	89	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard plus Commended Performance	96	84	92	91	91
Commended Performance	94	84	91	0	0
Number of students tested	63	67	98	88	97
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard plus Commended Performance	93	86	91	90	90
Commended Performance	22	17	24	0	0
Number of students tested	62	65	97	88	98
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Commended Performance was not recorded in assessment data prior to the 2005/6 school year. The "0"s recorded in gthe template do not record the percentage of advanced scores, rather they are necessary to complete the report template.

Subject: Mathematics Grade: 4 Test: Mathematics

Edition/Publication Year: 2007 Publisher: Texas Education Agency (TEA)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Met Standard plus Commended Performance	91	93	86	80	94
Commended Performance	43	23	33	0	0
Number of students tested	56	74	72	79	81
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	2	1	1	1	2
Percent of students alternatively assessed	1	1	1	1	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard plus Commended Performance	90	94	85	82	93
Commended Performance	42	22	32	0	0
Number of students tested	56	74	72	78	80
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard plus Commended Performance	91	93	85	79	94
Commended Performance	42	23	32	0	0
Number of students tested	55	73	71	78	80
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: TAKS

Edition/Publication Year: 2007 Publisher: Texas Education Agency (TEA)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard plus Commended Performance	84	86	84	78	84
Commended Performance	23	16	10	0	0
Number of students tested	56	73	73	78	81
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed				2	1
Percent of students alternatively assessed				2	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard plus Commended Performance	83	87	82	79	84
Commended Performance	21	14	9	0	0
Number of students tested	56	73	73	78	81
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard plus Commended Performance	83	86	83	79	84
Commended Performance	24	16	10	0	0
Number of students tested	55	71	71	78	81
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Commended Performance student data was not recorded in the Campus Data Packets until the 2005/6 school years. The "0's" recorded for Commended Performance on the application for 2003 - 2005 do not indicate that there were no students with Commended Performance on their TAKS, only that the information was not provided for those years.

Subject: Mathematics Grade: 5 Test: Mathematics

Edition/Publication Year: 2007 Publisher: Texas Education Agency (TEA)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard plus Commended Performance	95	91	91	88	72
Commended Performance	47	41	45	0	0
Number of students tested	64	61	75	84	100
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	2	1			
Percent of students alternatively assessed	1	1			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard plus Commended Performance	95	93	91	89	73
Commended Performance	46	40	43	0	0
Number of students tested	64	61	75	83	98
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard plus Commended Performance	95	91	90	88	71
Commended Performance	46	40	47	0	0
Number of students tested	64	60	75	83	98
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: TAKS

Edition/Publication Year: 2007 Publisher: Texas Education Agency (TEA)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Feb	Feb
SCHOOL SCORES					
Met Standard plus Commended Performance	97	95	90	78	84
Commended Performance	28	14	15	0	0
Number of students tested	64	59	78	78	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	2	1
Percent of students alternatively assessed	1	0	1	98	99
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard plus Commended Performance	97	94	90	83	70
Commended Performance	28	8	15	0	0
Number of students tested	63	57	77	97	98
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard plus Commended Performance	97	95	91	81	70
Commended Performance	29	15	16	0	0
Number of students tested	63	58	77	97	98
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 6 Test: Mathematics

Edition/Publication Year: 2007 Publisher: Texas Education Agency (TEA)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Mat Standard plus Commended Performance	97	90	94	82	78
Commended Performance	67	42	41	0	0
Number of students tested	60	60	83	87	58
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	2	1	2	0	1
Percent of students alternatively assessed	3	2	2	0	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard plus Commended Performance	97	89	94	82	75
Commended Performance	67	40	40	0	0
Number of students tested	60	59	80	86	55
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard plus Commended Performance	97	90	94	81	76
Commended Performance	68	42	41	0	0
Number of students tested	59	59	83	81	76
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 6 Test: Reading

Edition/Publication Year: 2007 Publisher: Texas Education Agency (TEA)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Met Standard plus Commended Performance	100	100	99	93	93
Commended Performance	61	54	33	0	0
Number of students tested	59	61	85	87	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	1	1
Percent of students alternatively assessed	1	0	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard plus Commended Performance	100	100	99	94	92
Commended Performance	62	54	33	0	0
Number of students tested	57	60	83	86	56
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard plus Commended Performance	100	100	99	93	93
Commended Performance	62	55	32	0	0
Number of students tested	58	60	85	86	56
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Commended Performance was not recorded in our Campus Data Packets prior to the 2005/2006 school year.